



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

September 3, 2019

Bradley Snyder
New Albany-Floyd Co Con Sch: #2400
2813 Grantline Rd
New Albany, IN 47150

Dear Bradley Snyder,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **S. Ellen Jones Elementary's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$502,330.91** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140016

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	New Albany-Floyd Co Con Sch	Corp #	2400
School	S. Ellen Jones Elementary	School #	1981
Superintendent Name	Dr. Bradley Snyder	Email	bsnyder@nafcs.k12.in.us
Title I Administrator Name	Tony Duffy	Email	tduffy@nafcs.k12.in.us
Principal	Kyle D. Lanoue, Ph.D.	Email	klanoue@nafcs.k12.in.us
Telephone	812 542-5508		
SY 2019-2020 Allocation	\$502,330.95		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 6, 2019
Application Due	Renewal application must be submitted to IDOE	July 8, 2019
Application Review	Renewal applications reviewed by IDOE	July 8, 2019 – August 30, 2019
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 30, 2019
SY 18-19 Artifact Due	Outcome Artifact from SY 18-19 will be emailed to 1003g@doe.in.gov	June 30, 2019

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00190015A



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Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Mr. Tony Duffy	Director of Title I & Elementary Education
Dr. Kyle D. Lanoue	Principal
Mrs. Stacey Meadors	Assistant Principal
Mr. Chris Street	Chief Financial Officer
Mrs. Julie Connor	Literacy Coach



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Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



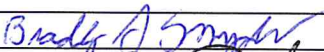
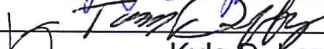

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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	8/21/2019
Title I Administrator Signature:		Date:	8/21/2019
Principal Signature	 Kyle D. Lanoue, Ph.D.	Date:	8/21/2019



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Part 4: Achievement and Leading Indicators SY 18-19

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2016 - 2017	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	29.2%	46%	40.2%	51%	42%	57%		62%		67%	
Percent of students proficient on ISTEP (ELA) (3-8)	55.2%	65%	49.4%	70%	34%	75%		80%		85%	
Percent of students proficient on ISTEP (Math) (3-8)	37.5%	60%	44.3%	65%	51%	70%		75%		80%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	80%	90%	79%	85%	68%	90%		95%		98%	
Leading Indicators	Baseline SY 2016 - 2017	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	68,400	68,400	68,400	68,400	68,400	68,400		68,400		68,400	
2. Number of daily minutes of math instruction	60	60	60	60	60	60		60		60	
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90		90		90	

4. Student attendance rate (must be % between 0 and 100)	94.2%	96.0%	95.06%	95.1%	93.85%	95.2%		95.3%		95.4%	
Leading Indicators	Baseline SY 2016- 2017	SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	18	15	10	10	10	9		8		7	
6. Expanded Learning Time (total number of hours offered)	129	255	271.5	60	123	129		129		129	
7. Number of discipline referrals	1,000	731	726	681	555	525		500		475	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--134 EXP--0	SUS--60 EXP--0	SUS--114 EXP--0	SUS--60 EXP--0	SUS--92 EXP--0	SUS--60 EXP--0	SUS-- EXP--	SUS--50 EXP--0	SUS-- EXP--	SUS--45 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--1 EFF--8 HEFF--10	IN--0 IMP--0 EFF--6 HEFF--12	IN--0 IMP--0 EFF--1 HEFF--18	IN--0 IMP--0 EFF--0 HEFF--19	IN--0 IMP--0 EFF--3 HEFF--17	IN--0 IMP--0 EFF--0 HEFF--19	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--0 HEFF--19	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--0 HEFF--19	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	95.2%	95.5%	96.15%	96.2%	96.22%	96.3%		96.4%		96.5%	
11. Teacher retention rate (must be a % between 0 and 100)	88.2%	100%	94.1%	95%	100%	98%		100%		100%	



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> • Extended learning opportunities provided twice per week by building teachers and supported by building non-certified staff. This allowed for true extended learning consistent with instruction provided during the school day. SEJ has a student body of 227 (not including preschool students) and many students participated in this after school learning opportunity. Quarter 1: 65 students, Quarter 2: 59 students, Quarter 3: 111 students, Quarter 4: 84 students • Behaviorist support was provided to students to help support social/emotional needs while helping to maximize learning time. Behavior referrals, suspensions, and in school suspensions decreased from last school year. • The full time math coach modeled math lessons, observed math lessons & provided feedback, and led building level professional development. She worked with teachers to analyze math CFA data more deeply and used the information to help plan core instruction, intervention, and acceleration. Math common formative assessment scores increased from last year. • A full-day preschool program was provided for students. The goal was to maintain 15-18 students and the goal was met. Several students moved out of district over the course of the year, but the open spots were quickly filled. We currently have 17 students enrolled in this program. Students are thriving in this program and 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Professional development was not as well attended as expected. There are 20 certified staff and 12 non-certified instructional staff. Typical attendance included 10-12 certified staff and 1-2 non-certified staff. A survey was sent to staff to gather information to help increase participation and adjustments were made based on this feedback. Leadership will continue to gather additional information to help increase participation by determining what barriers exist. • The school home outreach coordinator has implemented various strategies to increase student attendance. Communication with parents and students is consistent, referrals to DCS follows district policy, and she has incorporated many positive incentives to help increase attendance. Attendance continues to be lower this year than last year. • Parent involvement continues to be an area of concern. Grade level teams incorporated during the day parent events, in addition to the evening events. The goal was to provide parents opportunities to witness learning experiences first hand. Although the advertising for events was the same for each grade level, some grade levels had better success than others. Parent participation continues to be an area of concern. Parent surveys will be presented during open house and information will be gleaned to provide parent involvement opportunities that encourage participation.

<p>progress monitoring data is kept on a Google Doc. A group of 6 students have begun PreA guided reading lessons.</p>	
<p>Opportunities:</p> <ul style="list-style-type: none"> • Preschool staff and administration have begun the process of obtaining facility certification to receive On My Way PK funds. The goal is to obtain certification by the end of the month then obtain a level 3 or 4 rating during the 2019-2020 school year to qualify for funding the following year. • The current building principal will switch schools with a non-title school building at the end of the 2018-2019 school year. The new building principal has great strength in making connections with community and families. This is a great opportunity to have this experienced administrator share a different perspective while also having a different skill set that can help provide support to the school's areas of needed improvement. • A Cardinal Ritter House board member and local church board member reached out to the school to make plans for how their organizations can better support the school and local community. Both parties will explore future joint endeavors. 	<p>Threats:</p> <ul style="list-style-type: none"> • The lack of parent participation still continues to be a struggle. Teacher level of expectation for teaching/learning has increased and this same increased level of expectation needs to be supported by parents. There is a group of parents unresponsive to the school's support to help increase attendance which directly impacts student learning. Therefore, we have this group that continues to miss learning days without recourse. • Although new leadership is a positive, there is also a transition period that occurs when leadership changes.

Projected Outcomes for SY 19-20

- The school will obtain a level 3 or 4 rating to qualify for On My Way PK funds. This would allow the preschool program to continue after the grant period ends.
- Increased community connections that mutually benefit the organization and school community.
- Increased parent participation and increased student attendance due to changes made based on parent feedback.
- Increased staff participation in professional development opportunities due to changes made based on staff feedback.
- Additional days will be requested for the new administrator to meet with the educational consultant. This will allow the new administrator the same learning opportunities as the former administrator to deepen understanding of various areas of leadership including: a focus on academic performance, focus on leading indicators, and to deepen understanding of leadership practices.

Part 6: SIG Implementation SY 2019-2020

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Mentorship will be provided by a highly qualified educational consultant (Dr. Rhonda Roos) to work with the new building principal and current assistant principal on areas of leadership including:</p> <ul style="list-style-type: none"> Focus on academic performance (critical need basis) Focus on leading indicators (critical need basis) Deeper understanding of additional leadership practices <p>Person Responsible: Building Administrators & Educational Consultant</p>	Multiple Phases (Multiple Quarters)	6 days of contracted service \$750 per day, 6 days total, \$4,500	<p>Increased leadership needs assessment scores (given at beginning of the year, after semester 1, and at the end of the year).</p> <p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased student attendance.</p> <p>Decreased behavior referrals and suspensions.</p>
Develop Teacher Effectiveness	<p>Math coach will provide professional development to teachers during and after the school day. The Math Coach will demonstrate lessons and provide feedback on the implementation of the balanced math program. The Math Coach will assist teachers in analyzing math CFA data to plan for core instruction, intervention, and acceleration.</p> <p>Person Responsible: Math Coach</p>	Multiple Phases (Multiple Quarters)	Salary \$71,107.30 & Benefits \$28,523.22	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>

	<p>Professional development opportunities will be provided to certified and non-certified staff members on the implementation of a balanced literacy framework and balanced math program.</p> <p>Person Responsible: Math Coach & Literacy Coach</p>		<p>Monthly PD Cost per year (10 sessions for 1.5 hour per session), staff paid curriculum rate</p> <p>Certified: Salary \$8,500 & Benefits \$1,600</p> <p>Non-Certified: Salary \$2,000, FICA \$160</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>
Implement Comprehensive Instructional Reform Strategies	<p>Curriculum teacher leader teams and an administrator or coach will attend national conferences in the areas of reading, writing, or math.</p> <p>Person Responsible: Building Administrators, Literacy Coach, Math Coach, Curriculum Teacher Leaders</p> <p>Purchase IXL to provide students technological resources to increase math knowledge. Purchase Waterford to provide PreK students technological resources to develop early learning reading skills.</p>	Multiple Phases (Multiple Quarters)	<p>\$5,000 for conference and travel expenses & \$1,000 to cover substitute teacher cost</p> <p>\$1,800 IXL \$1,100 Waterford</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>

	An interventionist was hired to provide additional small group instruction for students performing below grade level. Students will be provided personalized and differentiated instruction using the RISE intervention (Jan Richardson Guided Reading intervention which provides targeted instruction in reading, word study, and writing). An interventionist will assist the Literacy Coach in providing professional development to teachers during and after the school day. The interventionist will assist in demonstrating lessons and providing feedback on the implementation of the balanced literacy framework. The interventionist will assist teachers in analyzing ELA CFA data to plan for core instruction, intervention, and acceleration.		Salary \$49,724.09 & Benefits \$24,051.98	Increased proficiency as measured on state assessments and district based formative assessments. Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).
Increase Learning Time	Provide extended day learning opportunities for subgroups of students in the areas of math and English language arts. Non-certified staff will work in close frequent proximity and under the supervision of a certified teacher. A non-certified staff member will work in the office to respond to parent questions and telephone calls for the last hour of tutoring. Transportation will be provided home to remove any barriers for participation. Person Responsible: Extended day learning teacher and assistant, transportation	Multiple Phases (Multiple Quarters)	52 sessions/1.5 hours per session Per year cost: Certified Staff: Salary \$33,000 & Benefits \$5,989.50 Non-Certified Staff: Salary \$9,476.10 & Benefits \$1,246.82 Transportation \$6,000 (Bus Driver Salary \$3,960,	Increased proficiency for subgroups as measure on state assessments and district based formative assessments. Decreased behavior referrals and suspensions. Increased attendance rates and decreased tardiness. Attendance of students will be collected by teachers. This data will be compared to student achievement data.

	<p>Provide summer school “jump start” opportunities for incoming gr. 3 & 4 students in the areas of math and English language arts. Transportation will be provided home to remove any barriers for participation.</p> <p>Person Responsible: Teacher, assistant, transportation</p>	<p>Benefits \$840, Bus Rental/gas \$1,200)</p> <p>Instruction: Certified: \$7,700 salary & \$1397.55 benefits</p> <p>Non-certified: \$1,800 salary & \$137.70 benefits</p> <p>Transportation \$4,000 (Bus Driver Salary \$2,640, Benefits \$560, Bus rental/gas \$800)</p>	<p>Increased proficiency for subgroups as measured on state assessments and district based formative assessments.</p> <p>Increased district based formative assessments for summer school participants in comparison to peers.</p> <p>Attendance of students will be collected by teachers. This data will be compared to student achievement data.</p>
	<p>Provide a full-day preschool program for students the year prior to the start of kindergarten. 15-18 students will be targeted for the program.</p> <p>Person Responsible: Preschool teacher, teaching assistant, transportation</p>	<p>Certified: \$40,860.18 salary & \$22,198.54 benefits</p> <p>Non-certified: Salary \$12,960.44 &</p>	<p>Increased reading and math proficiency as measured on district based formative assessments for kindergarten.</p> <p>Increased proficiency of concepts of print, numeracy, and number sense of students to inform kindergarten readiness.</p>

	<p>Provide a behaviorist to support students identified by the staff as highly at-risk and “in crisis”. She will work with parents, advocate for the child, and connect with the school-based therapist (HOI) to help coordinate services. These additional tiers of support will help decrease behaviors while increasing learning time.</p> <p>Person Responsible: Building Administrators & Behaviorist</p> <p>The district has requested that the funds be placed in transportation other purchased services to support district method for payment.</p>		<p>Benefits \$7,991.00</p> <p>Transportation \$36,000 (Bus Driver Salary \$24,936, Benefits \$4,344, Bus rental/gas \$6,720)</p> <p>Non-certified \$31,000 salary & \$19,000 benefits</p>	<p>Attendance of students will be collected by teachers. This data will be compared to student achievement data.</p> <p>Reduction in discipline referrals and suspensions for students identified to work with the behaviorist.</p> <p>Increase in attendance rate and reduction in tardiness for students identified to work with the behaviorist.</p> <p>Increase in climate/culture parent needs assessment (given at beginning of the year, after semester 1, and at the end of the year).</p>
Create Community-Oriented Schools	School home outreach coordinator hired to assist with the planning and promoting of the school-based parent workshops. Track attendance, communicate with parents, and conduct home visits to reduce absences and tardiness. Work closely with building administrators, behaviorist, counselor, and building	Multiple Phases (Multiple Quarters)	Non-certified \$35,000 salary & \$16,677.50 benefits	<p>Reduction in discipline referrals and suspensions.</p> <p>Increase in attendance rate and reduction in tardiness.</p>

	<p>based mental health therapist to best support families in need.</p> <p>Resources will be provided to parents in conjunction with the schools' parent workshop plan. Parent expertise will increase in supporting students with home practice. This support will provide students additional time and repetition practicing grade level indicators.</p>		<p>\$200 for travel reimbursement of home visits</p> <p>4 kindergarten, 1 (gr. 1, 2, 3, 4) and 2 whole school parent events</p> <p>10 events for a total cost of not more than \$5557.57.</p>	<p>Increase in climate/culture parent needs assessment (given at beginning of the year, after semester 1, and at the end of the year).</p> <p>Increase in parent attendance at parent events and workshops.</p>
Provide Operational Flexibility	Principal & BLT continue Yr. 2 implementation. Principal given operational flexibility (control over staff, time, program, & budget). Leadership will meet monthly to review goals and action plan.	Multiple Phases (Multiple Quarters)	No SIG Funds	SEJ leadership team will review data monthly to determine the effectiveness of SIG initiatives and to make changes based on the results of the data.
Sustain Support	Several action steps will help increase expertise of staff members leading to sustainability thorough team meetings and collaboration. These include; leadership mentorship, behaviorist support, math coach support, national conference attendance, professional development, interventionist support, and school home outreach coordinator support. The high interest literacy purchase will be made, as needed, in the future using donation funds. Gaps in student curricular understanding will be filled through extended learning opportunities, jump start, and full day PK. An increase in staff expertise and the increase in student curricular understanding will allow for stronger alignment moving forward. On Our Way PK funds will be sought to	Multiple Phases (Multiple Quarters)	No SIG Funds	All of the measurable outcomes listed above will be used to determine the ongoing sustainability from the grant.

	continue the full day PK program while also adding an additional classroom. Reflex has been paid for until October 2019, but funding after October 2019 will be provided at the district level. However, the IXL & Waterford programs will continue to be purchased using donation or other grant funds after the grant ends.			
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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.

Low performance on ISTEP+ and district CFAs demonstrate the need for additional student interventions, especially in the area of writing. All staff members were invited to writing professional development trainings summer of 2018 and 2019. Teacher’s College staff provided onsite writing professional development on both occasions. Extended day learning opportunities are offered to all grade K-4 students for two weeks of half days during the summer and for 1.5 hours twice per week after school. Teachers will continue to implement new learning during core instruction and extended day learning opportunities. Each grade level team will utilize writing rubrics to evaluate and monitor student writing. Outcome artifacts will include writing samples from the beginning to end of the school year. Each grade level team will select 6 students to monitor over the course of the year to determine the effectiveness of the writing program. Student selections will include 2 lower performing, 2 mid scoring, and 2 higher scoring writings.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Part 8: Budget SY 2019-2020

Instructions: The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.





Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	6/6/2019
Title I Administrator Signature:		Date:	6/6/2019
Principal Signature	Tamara Swanson	Date:	6/7/2019

SIG 1003g Budget SY 2019-2020

Complete the budget below:

Object Code	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	
Expenditure Account	Cert	Noncert	Cert	Non Cert							
11000 Instruction	\$ 131,284.27	\$ 24,236.54	\$53,637.57	\$ 9,375.52	\$ -	\$ -	\$ -	\$ 2,900.00	\$ -	\$ -	\$ 221,433.90
21000 Support Services - Student	\$ -	\$66,000.00	\$ -	\$ 35,677.50	\$ -	\$ -	\$ 200.00	\$ -	\$ -	\$ -	\$ 101,877.50
22100 Improvement of Instruction (Professional Development)	\$ 79,607.30	\$ 2,000.00	\$30,123.22	\$ 160.00	\$ 7,000.00	\$ -	\$ 3,500.00	\$ -	\$ -	\$ -	\$ 122,390.52
22900 Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191 Refund of Revenue											\$ -
26000 Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000 Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,000.00	\$ -	\$ -	\$ -	\$ 46,000.00
33000 Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,557.57	\$ -	\$ -	\$ 5,557.57
60100 Transfers (interfund)											\$ -
Column Totals	\$ 210,891.57	\$92,236.54	\$83,760.79	\$45,213.02	\$ 7,000.00	\$ -	\$ 49,700.00	\$ 8,457.57	\$ -	\$ -	\$ 497,259.49

Indirect Cost Rate %:

1.02

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property: \$ 497,259.49

Total Available for Indirect Costs: \$ 5,072.05

Amount of Indirect Cost to be used: \$ 5,071.46

Grand Total After Indirect Cost: \$502,330.95

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference

Supplies

Materials such as manipulatives, flash cards, book rings, and snacks for parent events - Expenses for, IXL math & Waterford licenses, for extended learning opportunities

Property: Equipment/ Technology

Professional Services

Montorship provided to building administrators

Other Purchase Services (travel, communication)

Expenses for professional conference and transportation for extended learning opportunities

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Kimberly McClure	Math Coach	Cert.	1	N	N		Models effective teaching practices and provides professional development to staff
Laci Skidmore	Interventionist	Cert.	1	N	Y		Provide additional small group instruction to struggling readers
Paula Wingler	School Home Outreach Coordinator	Non Cert.	1	Y	N		Monitor attendance and connect - Non-certified staff will work in close frequent proximity and under the supervision of a certified teacher. families to needed resources
Chelsea Parman	Behaviorist	Non Cert.	1	N	N		Support students identified as at-risk or in crisis - Non-certified staff will work in close frequent proximity and under the supervision of a certified teacher.
Miranda Schwartz	PreK Teacher	Cert.	1	N	N		Preschool teacher

Kiersten Lorey	PreK Assistant	Non Cert.	0.75	N	N		Preschool assistant - Non-certified staff will work